School Strategic Plan for Quambatook Group School
School Number 2443
2015 - 2018

Endorsements

Endorsement by School Principal	Signed……………………………………….. Name…………………………………………… Date…………………………………………………
Endorsement by School Council	Signed……………………………………….. Name…………………………………………… Date………………………………………………… School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed……………………………………….. Name…………………………………………… Date…………………………………………………

School Profile

Purpose	To provide a caring and challenging learning environment that enables students to become effective and valued members of the community and global society.
Values	Quambatook Group school will promote respect for individuals, others and the community through the development of the five traits of confidence, organisation, persistence, getting along and resilience.
Environmental Context	Quambatook Group School is a small rural school in a grain growing area of the Mallee in Northern Victoria. The school was established in 1974 and its peak enrolment was over 160 students. This has declined steadily over the years to a current enrolment of 5.
	The Student Family Occupation (SFO) has been in decline. In 2015 it will be .84. Using the state SFO mean of .52 as a basis to indicate student achievement, it can be expected that students at QGS should perform slightly less than state mean.
	The school has an office, a staffroom, an art room, a classroom, a library, a literacy intervention room, a music room and a PMP (Perceptual Motor Program) room. It is situated on over one hectare of land. The school yard is complemented by a shaded concrete multi- purpose court, extensive playground equipment and well maintained gardens and lawn areas.
	Quambatook GS has a full time Principal and an experienced 0.6 classroom teacher. The school also employs a music specialist/literacy teacher one day a week. The school is serviced weekly by Mobile Area Resource Centre (MARC) Van, which provides students with lessons in library skills and allows students to borrow books. Students access Chinese via Video Conferencing and Chinese Language assistant via ATCP (Assistants to Teachers of Chinese Program).
	The school provides one instructional class, individual special assistance, a diversity of specialist areas and an extensive range of camps, excursions and special activities. Information and Communications Technology is an integral part of the daily learning, with all students using their own laptops and ipads for their day to day learning, and the school has an interactive TV to enrich the learning in the school. Quambatook Group School places a high focus on Literacy and Numeracy. The students have a well-developed work ethic and high personal expectations of behaviour and academic performance are shared by teachers and students. All students have Individual Learning Plans.
	The school is a member of the Swan Hill Schools Network, Kerang Schools Network and works closely with Ultima and Nullawil to provide a Rural Schools Network. Students are offered a broad range of activities including sporting days, music/arts programs, science days, camping programs and excursions.
	A comprehensive transition program with both Kerang Tech High and Boort P-12 is in place, as well as the

	establishment of a playgroup in 2014.
	There is a strong partnership between parents and staff. Quambatook Group School is held in high regard in the community and there is significant positive interaction between the school and groups in the community.
Service Standards	• The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • All students will receive instruction that is adapted to their individual needs.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.
Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.	To improve student outcomes in literacy and numeracy	Each child will achieve at least one year's growth in one year in all areas of literacy and numeracy as measured through teacher judgements	• Build the capacity of staff to enhance the teaching of literacy and numeracy with an individualised focus on each student. • Enhance the whole school approach to teaching Literacy and Numeracy with a particular focus on Writing

Engagement Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.	To promote high levels of student engagement and connectedness in their learning and with the school community	School based survey shows growth over each year of the strategic plan. Through the POS, variables, Transitions, Stimulating Learning, Reporting and School Connectedness are in the top 25% of schools each year over the Strategic Plan.	Raise the profile of the school community within the Quambatook and the wider community. Continue to engage students through the enhancement of links with neighbouring schools and the global ICT community.
Wellbeing Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.	To enhance the whole school practices to support the social-emotional development and resilience of students.	Teacher judgement of the enactment of the school values improves each year POS variables, Social Skills, Student Behaviour, Classroom Behaviour and Behaviour Management are in the top 75% of schools each year of the Strategic Plan.	Enhance a whole school and community focus on the promotion of positive relationships, student resilience and responsible behaviour.
Productivity Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities,	Ensure targeted resource allocation in order to achieve the schools priorities and vision and ensure the long term sustainability of the school.	POS variables: Approachability, General Satisfaction and Parent Input are in the top 25% of schools over the life of the Strategic Plan Enrolments increase over the life of the Strategic Plan	Further enhance communication strategies to improve the profile of the school with a view to growing enrolments. Continue to use consultative processes and procedures supporting quality planning and decision making

community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.			

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
		Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.
Achievement Build the capacity of staff to enhance the teaching of literacy and numeracy with an individualised focus on each student. Enhance the whole school approach to teaching Literacy and Numeracy with a particular focus on Writing	Year 1	All staff involved in PLT's and attend network PD, supported by consultants Small school cluster planning and moderation sessions	Record of staff attendance
		Teachers to begin peer observation with an agreed focus related to network PLT/PD	Peer observation model in place
		Seek opportunities for relevant professional learning in using digital resources to enhance the delivery of literacy and numeracy.	Polycom used to access AEL and other opportunities
		Development of strategies to enhance the teaching of writing, including spelling.	Evidence in work program
		Professional reading and follow-up PD related to spelling and writing, to be allocated to staff meeting schedule.	Record in staff minutes
		Literacy and numeracy intervention to be timetabled into weekly planners.	Literacy and Numeracy intervention programs in place

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	Year 2	All staff continue to be involved in PLT's and attend network PD, supported by consultants Continue with the small school cluster planning and moderation sessions	Record of staff attendance
		Teachers to continue peer observation with an agreed focus related to network PLT/PD	Peer observation model in place
		Continue to source opportunities for relevant professional learning in using digital resources to enhance the delivery of literacy and numeracy.	Polycom used to access AEL and other opportunities
		Continue to develop strategies to enhance the teaching of writing, including spelling.	. Evidence in work program
		Continue Professional reading and follow-up PD related to spelling and writing, to be allocated to staff meeting schedule.	Record in staff minutes
		Continue literacy and numeracy intervention to be timetabled into weekly planners.	Literacy and Numeracy intervention programs in place
	Year 3	All staff continue to be involved in PLT's and attend network PD, supported by consultants Continue with the small school cluster planning and moderation sessions	Record of staff attendance
		Teachers to continue peer observation with an agreed focus related to network PLT/PD	Peer observation model in place
		Continue to source opportunities for relevant professional learning in using digital resources to enhance the delivery of literacy and numeracy.	Polycom used to access AEL and other opportunities

		Continue to develop strategies to enhance the teaching of writing, including spelling.	. Evidence in work program
		Continue Professional reading and follow-up PD related to spelling and writing, to be allocated to staff meeting schedule.	Record in staff minutes
		Continue literacy and numeracy intervention to be timetabled into weekly planners.	Literacy and Numeracy intervention programs in place
	Year 4	Review the staff involvement in PLT's and attendance at network PD. Evaluate the schools small school cluster planning and moderation sessions Review the peer observation model Evaluate the digital resources professional learning Evaluate the strategies used to teach writing, including spelling. Review the process of professional reading and follow-up PD related to spelling and writing Evaluate the Literacy and Numeracy intervention Program.	All reviews and evaluations completed
Engagement Raise the profile of the school community within the Quambatook and the wider community.	Year 1	Build staff capacity in integrating ICT seamlessly across the curriculum. Link with other schools, either face to face or digitally to enhance student learning.	Staff utilising ICT effectively Quambatook GS having contact with different schools

Engage students through the enhancement of links with neighbouring schools and the global ICT community		Take a proactive approach to promoting QGS in the local and wider community. (School using Stores, newspapers, social media, web site, Senior Citz)	Evidence of school promotion in community
		Develop a school based survey for years Prep to 4.	Survey completed
		Explore the creation of a sustainable school area.	Sustainable area created
		Be proactive in linking with playgroups and kindergartens. For example, playgroup on school premises.	Playgroup continued
	Year 2	Continue to build staff capacity in integrating ICT seamlessly across the curriculum.	Staff utilising ICT effectively
		Continue to link with other schools, either face to face or digitally to enhance student learning.	Record of Quambatook GS having contact with different schools
		Continue to take a proactive approach to promoting QGS in the local and wider community. (School using Stores, newspapers, social media, web site, Senior Citz)	Evidence of school promotion in community
		Continue to administer the school based survey for years Prep to 4.	Survey completed
		Further develop the sustainable school area.	Sustainable area created
		Continue to be proactive in linking with playgroups and kindergartens. For example,	

		playgroup on school premises.	Playgroup continued
	Year 3	Continue to build staff capacity in integrating ICT seamlessly across the curriculum.	Staff utilising ICT effectively
		Continue to link with other schools, either face to face or digitally to enhance student learning.	Quambatook GS having contact with different schools
		Continue to take a proactive approach to promoting QGS in the local and wider community. (School using Stores, newspapers, social media, web site, Senior Citz)	Evidence of school promotion in community
		Continue to administer the school based survey for years Prep to 4.	Survey completed
		Further develop the sustainable school area.	Sustainable area created
		Continue to be proactive in linking with playgroups and kindergartens. For example, playgroup on school premises.	Playgroup continued
	Year 4	Review staff capacity in integrating ICT seamlessly across the curriculum.	All reviews and evaluations completed
		Evaluate links with other schools, either face to face or digitally to enhance student learning.	

		Review approach to promoting QGS in the local and wider community.	
		Review the school based survey for years Prep to 4.	
		Evaluate the sustainable school area.	
		Evaluate the links with playgroups and kindergartens. For example, playgroup on school premises.	
Wellbeing Enhance a whole school and community focus on the promotion of positive relationships, student resilience and responsible behaviour.	Year 1	Document School Wellbeing Plan	Wellbeing plan created
		Through the newsletter, communicate parenting skills (eg:Michael Grose)	Record in newsletters
		Revitalise and embed the schools values through the "You Can Do It" framework.	You Can Do It timetabled
		Students being given opportunities to interact with other schools and attend camps and excursions.	Record of interactions.
	Year 2	Continue to document School Wellbeing Plan	Wellbeing plan created

		Continue use of the newsletter to communicate parenting skills. (eg:Michael Grose)	Record in newsletters
		Continue to embed the schools values through the "You Can Do It" framework.	You Can Do It timetabled
		Continue to give students opportunities to interact with other schools and attend camps and excursions.	Record of incidents
	Year 3	Continue to document School Wellbeing Plan	Wellbeing plan created
		Continue to use the newsletter to communicate parenting skills.(eg:Michael Grose)	Record in newsletters
		Continue to embed the schools values through the "You Can Do It" framework.	You Can Do It timetabled
		Continue to give students opportunities to interact with other schools and attend camps and excursions.	Record of incidents
	Year 4	Review School Wellbeing Plan	All reviews and evaluations completed
		Evaluate the opportunities given for students to develop their resilience.	
		Review the newsletter articles that communicate parenting skills.	

		Evaluate the schools camps and excursions.	
Productivity To further enhance communication strategies to improve the profile of the school with a view to growing enrolments. Use consultative processes and procedures supporting quality planning and decision making.	Year 1	Look for grants, and possible links within the community to assist in particular projects. For example, environmental area. Promote the school in the community, to ultimately increase enrolments. Explore social media options, including maintaining the school website and Facebook, to enhance communication and promote the school with all stakeholders. Continue to manage the budget for optimizing workforce planning.	Projects developed and planned for. School promotion seen in the community Webpage improved and Facebook page implemented Budget reflects school priorities and workforce plan
	Year 2	Continue to look for grants, and possible links within the community to assist in particular projects. Continue to promote the school in the community, to ultimately increase enrolments. Continue to use social media options, including maintaining the school website and Facebook, to enhance communication and promote the school with all stakeholders. Continue to manage the budget for optimizing workforce planning.	Projects developed and planned for. School promotion seen in the community Webpage improved and Facebook page implemented Budget reflects school priorities and workforce plan
	Year 3	Continue to look for grants, and possible links within the community to assist in particular projects.	Projects developed and planned for.

		Continue to promote the school in the community, to ultimately increase enrolments.	School promotion seen in the community
		Continue to use social media options, including maintaining the school website and Facebook, to enhance communication and promote the school with all stakeholders.	Webpage improved and Facebook page implemented
		Continue to manage the budget for optimizing workforce planning.	Budget reflects school priorities and workforce plan
	Year 4	Review the schools use of grants to assist in particular projects.	All reviews and evaluations completed
		Evaluate the school's promotion in the community	
		Review the use of social media options to enhance communication and promote the school with all stakeholders.	
		Review the management of the budget	